

2016 Post Secondary Options (PAO) Summary

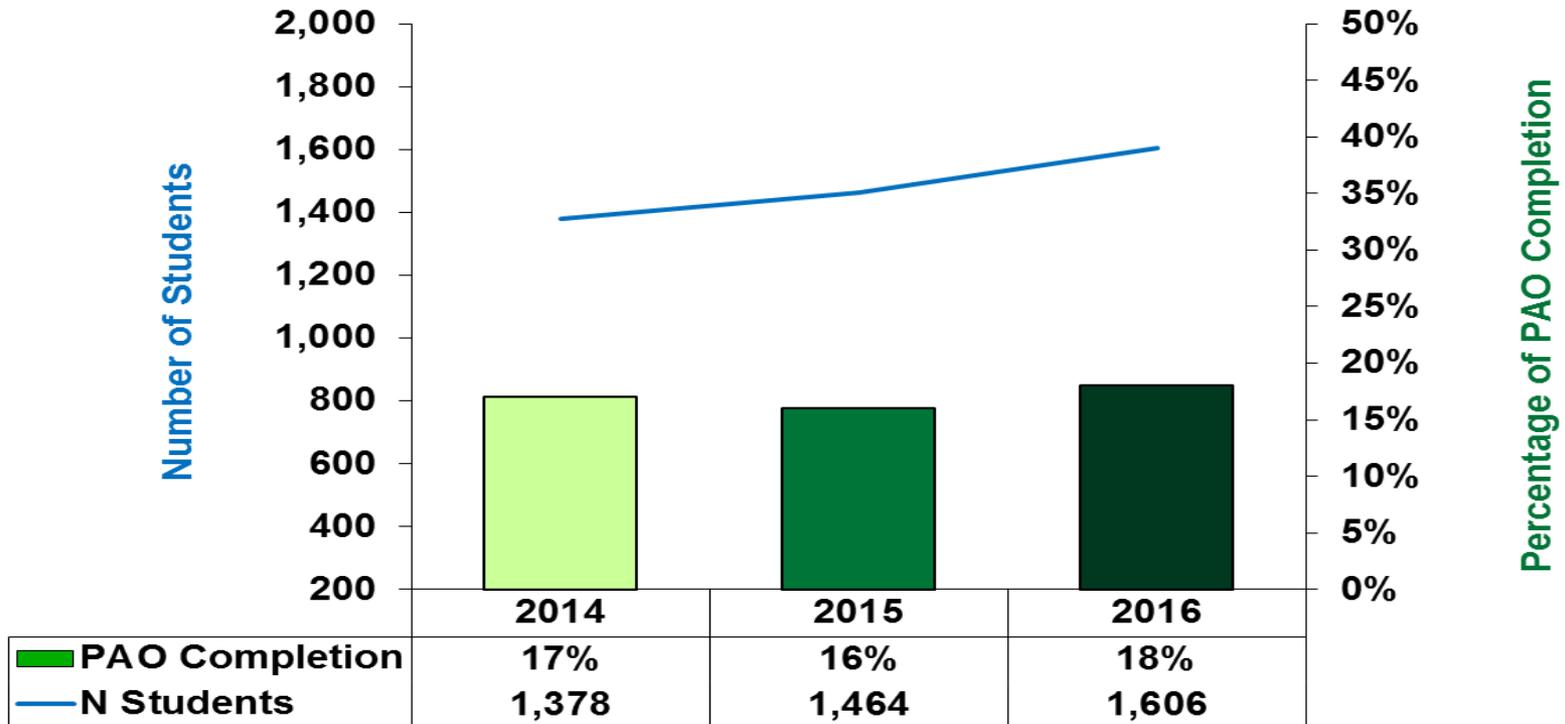
December 7, 2016

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Goal 1, Objective D

- Seeks to increase the number of students meeting high school graduation requirements necessary to be successful when entering post-secondary education and the workforce.
- Key performance measures are related to students' participation and outcomes in Postsecondary Accelerated Options (PAO) such as Advanced Placement (AP), dual enrollment, and International Baccalaureate (IB) courses and their associated standardized exams.
- In SY2016, more than 1,600 students successfully completed one or more AP, IB, or dual enrollment courses.

Percentage of Students Successfully Completing One or More Postsecondary Accelerated Options Courses



Key Points:

- The percentage of PAO completers (AP, IB, or dual enrollment courses) increased by 2 points.
- Over fifty percent of all AP exams were scored at 3 or higher in SY2016.
- Forty-seven percent earned a score of 4 or higher, reflecting a 3 point increase from the prior year.
- Bartlett STEM Academy had a pass rate of 83% for AP US Government and Politics (8th grade students).
- Savannah Arts Academy had the highest AP pass rate (68%) of high schools.

Key Points:

- The number of IB candidates increased from 40 to 60 in SY 2016.
- Thirty-two percent of candidates met all requirements to earn an IB credential, reflecting a 9 point increase over the prior year.
- The SY2016 pass rate for dual enrollment courses was 92%.
- Two hundred and eighty-six students took 1079 dual enrollment courses which resulted in 3237 college credits earned (estimated value of \$971,100).
- Savannah Early College had the highest number (1095) of college credits earned through dual enrollment.

Action Items

Academic Affairs staff, in partnership with the College Board and local colleges and universities, will provide the following support to teachers and school administrators:

1. Continue to monitor Intervention Plans of identified historically underperforming schools (Beach, Groves, and the School of Liberal Studies at Savannah High School) to ensure students have access to rigorous courses through honors, AP, and dual enrollment.
2. Continue to provide ongoing professional development for teachers of honors level feeder courses.

3. Continue to maximize gifted FTE segments (middle/high school) through the early identification of students with the potential to be successful in rigorous courses (honors, AP, IB, and dual enrollment).
4. Continue to provide vertical teaming opportunities (fall/spring/summer) among teachers based on feeder patterns to provide a continuum of knowledge and skills that build from one grade level to the next grade level. This strategy is anchored in the skills, knowledge, and concepts needed to engage all students in a higher level of learning while improving the quality of instruction.

Questions